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ABSTRACT

This resource list is for practitioners who have limited time to obtain program assessment resources necessary for program improvement. The list includes 33 references, 6 educational information centers/services, and 1 organization that can provide practitioners with this information. Address/contact and price information is included for each listing along with resource descriptions. (NLA)

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ANNOTATED RESOURCE LIST: ASSESSING SPECIAL POPULATIONS IN VOCATIONAL PROGRAMS

Compiled by

Technical Assistance for Special Populations Program (TASPP)

University of Illinois

National Center for Research in Vocational Education
University of California at Berkeley
1995 University Avenue, Suite 375
Berkeley, CA 94704

Supported by
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INTRODUCTION

Practitioners have limited time available to seek out and obtain the program assessment resources necessary for program improvement. In light of the multiple objectives in the 1990 Perkins Act, the need for these resources is even more crucial. Therefore, TASPP has compiled this annotated resource list of references, educational information centers/services, and organizations to provide practitioners with this information. The TASPP staff will periodically update this list, changing addresses and contact persons as necessary.

If you have any questions about this list, or need resources on other topics of concern to special populations in vocational education, please contact the TASPP staff.

A service program of the National Center for Research in Vocational Education at the University of California, Berkeley, TASPP is located at the University of Illinois. Through a variety of services and activities, TASPP meets the 1990 Perkins Act mandate to provide technical assistance to vocational education programs serving special populations. Additional information on TASPP services, activities, and publications is available by calling or writing TASPP, University of Illinois, 345 Education Building, 1310 South Sixth Street, Champaign, Illinois 61820, (217) 333-0807.

REFERENCES

ACCESS SKILLS: GENERIC INFORMAL ASSESSMENT INSTRUMENTS AND CHECKLIST
Boyer-Stephens, A., & Wallace, S. (1988).
Columbia: University of Missouri-Columbia, Missouri LINC.

This guide contains tasks designed to measure fine skill areas relating to vocational programs (math, physical demands/working environment, aptitudes/working environment, aptitudes, temperament, and vocational). Includes checklist for specific vocational programs. It is designed to provide special education teachers with the means to informally assess a student's vocational specific work skills and help prepare that student for placement into a specific vocational education program. sck (147 pages, $7.90 Missouri, $9.30 out of state)

ADDRESS:
Instructional Materials Laboratory
10 London Halls
University of Missouri-Columbia
2316 Industrial Drive
Columbia, MO 65202
(800) 392-7217 in MO
(800) 633-5937 out of state

ADOLESCENT PREGNANCY PREVENTION: A GUIDE FOR COMMUNITIES
Brindis, C., Pittman, K., Reyes, P., & Adams-Taylor, S. (1991).
Palo Alto, CA: Stanford Health Promotion Resource Center.

Written primarily for agencies and community groups that want to take action, this book provides a conceptual framework that describes the problem of adolescent pregnancy and the range of possible solutions. It is a step-by-step guide to all aspects of a successful program, from coalition-building to fund-raising, from needs assessment to impact evaluation, from developing strategies to implementing plans. Concepts, specific program examples, work sheets, and resource materials are also included. sck (279 pages, $24.50)

ADDRESS:
Stanford Health Promotion
Resource Center
Distribution Center
1000 Welch Road
Palo Alto, CA 94304-1885
(415) 723-0003

ADULT LITERACY EDUCATION: PROGRAM EVALUATION AND LEARNER ASSESSMENT (INFORMATION SERIES NO. 338)
Lytle, S. L., & Wolfe, M. (1990).
Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Increased attention to adult literacy has not been accompanied by resources to support systematic program evaluation. The authors provide information to shape the design of evaluation, beginning with considerations of adults as learners, concepts of literacy, and educational contexts. Their paper examines resources for planning program evaluations, such as surveys, handbooks, instruments, and policy studies, and four approaches to assessment: standardized testing, materials based, competency based, and participatory. Ten critical features of a framework for program evaluation and learner assessment in adult literacy education are presented. sck ($8.75)

ADDRESS:
ERIC Clearinghouse on Adult,
Career, and Vocational Education
Center on Education and Training
for Employment
The Ohio State University
Publications Office, Box F
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815

ADULTS WITH LEARNING DISABILITIES: AN OVERVIEW FOR THE ADULT EDUCATOR (INFORMATION SERIES NO. 337)
Ross-Gordon, J. M. (1990).
Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Learning disabilities (LD) among adults are more prevalent than was once thought, although, estimates of numbers of adults with LD are difficult to make. The author stresses that assessment of these adults should recognize their strengths and needs as adults. Guidelines are provided for the selection of appropriate diagnostic instruments. The intervention approaches described take into account principles of adult learning. Recommendations for policy and research emphasize a comprehensive, holistic approach that abandons the "deficit" perspective and considers the adult with LD as a critical contributor to the resolution of the problem. sck ($7.00)

ADDRESS:
ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
The Ohio State University
Publications Office, Box F
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815

ASSESSING SPECIAL STUDENTS: STRATEGIES AND PROCEDURES (3RD ED.)
McLoughlin, J. A., & Lewis, R. B. (1990).
Columbus, OH: Merrill Publishing Company.

Based on a systematic assessment questioning model, this text offers a thorough introduction to educational assessment procedures, provides a combined coverage of formal and informal assessment, features over twenty new assessment procedures, defines correct assessment procedures, and teaches students how to apply assessment results, right in the classroom. It prepares students for all phases of the assessment process, and encourages them to take advantage of every available assessment tool.

An expanded chapter on vocational and career assessment explores college assessment and postsecondary topics. sck (640 pages, $29.56)

ADDRESS:
Merrill Publishing Company
4635 Hilton Corporate Drive
Box 508
Columbus, OH 43216-0508
(614) 759-6600 in OH
(800) 848-1567

ASSESSING THE LANGUAGE DIFFICULTIES OF HISPANIC BILINGUAL STUDENTS (ERIC/OSEP ABSTRACT NO. 23)
ERIC/OSEP Special Project on Interagency Information Dissemination. (1989, August).
Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children.

Research results and needs on language assessment of Hispanic students are summarized in this research paper. Four major factors affecting the validity of language assessment are cited. Other topics discussed in this paper include language dominance, language loss, and cultural differences, along with problems associated with the use of language assessment instruments. The paper concludes with recommended components of an assessment battery and identifies some prominent areas in which further research is needed toward developing valid procedures for the diagnosis of language disorders in bilingual students. A comprehensive bibliography is also included. ztb (7 pages, $1.00)

ADDRESS:
ERIC/OSEP Special Project
ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, VA 22901
(703) 620-3660

ASSESSING THE READING, MATHEMATICS, AND SCIENCE ACHIEVEMENT OF 1988 SECONDARY VOCATIONAL COMPLETERS: 1988 BASELINE ASSESSMENT

Bottoms, G., & Korcheck, S. A. (1989).
Atlanta, GA: Southern Regional Education Board.

Highlighted in this report are the results from the Southern Regional Education Board (SREB) State Vocational Education Consortium pilot sites assessment. Approximately 3,100 high school seniors identified as vocational completers from 34 pilot sites participating in the SREB Consortium were assessed in reading, mathematics, and science using the National Assessment of Education Progress (NAEP) in April and May of 1988. The Consortium's initiative is aimed at strengthening the basic competencies (communications, mathematics, science, critical thinking, and problem-solving) of students enrolled in vocational programs. The pilot sites and states involved in this initiative are seeking to implement a variety of strategies designed to improve the high school experiences of the large number of students who are not enrolled in a college preparatory curriculum thereby addressing the problem of changing requirements in the workplace and the increasing dropout rate among secondary students. Some of the strategies include: (a) requiring students to complete a more rigorous and coherent program of vocational and academic study, (b) increasing the amount of time vocational teachers spend explicitly reinforcing higher-level basic competencies, (c) expanding the use of applied instructional approaches in academic courses, (d) designing courses that focus on developing specific academic skills, and (e) providing individualized counseling to assist students in the selection of courses. This comprehensive curriculum also includes assessment of student achievement.

A variety of measures are being used to evaluate the progress of pilot sites achieving the Consortium goals. They include (1) the assessment of student achievement in reading, mathematics, and science using a portion of the NAEP to compare their performance to that of students nationwide; (2) annual studies of the transcripts of students who complete vocational programs to determine the number and types of courses taken; (3) annual follow-up surveys to determine what career and educational decisions these students make after high school; and (4) surveys of pilot site personnel. Strategies to improve the reading, mathematics, and science achievements and for developing a vocational and academic program of study to improve course selection and planning are also included. sck (35 pages, $7.50)

ADDRESS:
Southern Regional Education Board
592 Tenth Street, N.W.
Atlanta, GA 30318-5790
(404) 875-9211

ASSESSMENT OF STUDENTS WITH HANDICAPS IN VOCATIONAL EDUCATION: A CURRICULUM-BASED APPROACH

Albright, L., & Cobb, R. B. (1988).
Alexandria, VA: American Vocational Association.

This training system, developed in response to the comprehensive assessment and service mandates for learners with special needs in federal legislation for vocational education, is designed to use in both pre-service and in-service settings. It consists of a Trainer's Manual and a series of seven training modules on the use of Curriculum-Based Vocational Assessment (CBVA) procedures for students with disabilities in vocational education programs.

The Trainer's Manual is organized in a question/answer format and contains additional information and materials for trainer use in supplementing the content within the modules.

The training modules are designed to give specific information to the trainees to help them implement assessment activities in their schools and classrooms. The modules focus on the various assessment stages and purposes that dictate what type of assessment activities to conduct, when they should be done, and by whom. Topics addressed in separate modules include establishing a CBVA process, understanding CBVA, placing students in vocational education programs, planning a student's vocational education program, monitoring a student's progress, planning transitional services, and evaluating the CBVA process. sck (Trainer's Manual $20.95 member, $23.50 nonmember; Seven Modules $47.50 member, $51.50 nonmember)

ADDRESS:
American Vocational Association
Department 92AB
1410 King Street
Alexandria, VA 22314
(703) 683-3111 in VA
(800) 826-9972

CHARACTERISTICS OF AT-RISK YOUTH: PRACTITIONER'S GUIDE SERIES NUMBER ONE

Stevenson, L., & Burger, M. (1989, April).
Austin: Texas Education Agency, Texas Dropout Information Clearinghouse.

The purpose of this guide, the first in a series of Practitioner's Guides to Dropout Prevention, is to provide a summary of the research on characteristics of at-risk students and dropouts as well as information on successful programs and strategies for these individuals. It provides an overview of the problem and related socio-economic costs; a list of various characteristics which can be used to help identify youth who have dropped out of school or are likely to do so; a discussion of strategies reported to be effective in dropout prevention and recovery; and common characteristics of successful programs for at-risk students and dropouts. It is emphasized that effective dropout reduction programs are designed to solve specific problems and to address the needs of particular at-risk and dropout populations. Individualized assistance to meet the unique requirements of each at-risk student and dropout can only be developed and implemented at the local level. sck (66 pages, no charge)

ADDRESS:
Texas Dropout Information Clearinghouse
Texas Education Agency
Publications Distribution Office
1609 Shoal Creek Boulevard
Suite 200
Austin, TX 78701
(512) 463-9744

CONDUCT INTAKE ASSESSMENT FOR LIMITED ENGLISH-PROFICIENT VOCATIONAL STUDENTS

Friedenberg, J. E., Gordon, R. A., & Dillman, M. A. (1988).
Athens, GA: American Association for Vocational Instructional Materials.

This publication is one in a series of four performance-based modules from the series Serving Limited English-Proficient (LEP) Students which focus on serving LEP vocational students. The intake process and the purpose and importance of assessing LEP students for both English and native language proficiency and vocational interest and aptitude are discussed. The administration and use of appropriate assessment instruments and techniques and the interpretation of assessment results are covered. sck (50 pages; $8.00, $29.70 for series of 4)

ADDRESS:
American Association for Vocational Instructional Materials
745 Gaines School Road
Athens, GA 30605
(800) 228-4689

THE CONSUMER-JOB COMPATIBILITY INDEX

Rehabilitation Research and Training Center Research Division. (1990).
Richmond: Virginia Commonwealth University.

This IBM compatible microcomputer software program has been developed to provide supported employment programs a strategy to identify the specific local job best suited for an individual's unique strengths and abilities. By completing assessment forms on specific individuals and a number of potential community jobs, an employment specialist is able to predict the likelihood that an individual will retain a specific job as well as the number of possible job coach hours required to enable that individual to be successful. sck ($17.00, plus $2.50 shipping and handling)

ADDRESS:
Virginia Commonwealth University
Rehabilitation Research and Training Center
1314 W. Main Street
VCU Box 2011
Richmond, VA 23284-2011
(804) 367-1851

A GUIDE TO OCCUPATIONAL EDUCATION FOR STUDENTS WITH HANDICAPPING CONDITIONS

University of the State of New York, The State Education Department. (1990, September).
Albany, NY: Author.

This guide is designed to provide information to special education and occupational education administrators and teachers that will help them better serve students with disabilities in occupational education programs. Included in the guide are definitions of various disabilities and occupational education. Descriptions of an assessment model, a two-stage process for developing an Individualized Education Plan (IEP), and the education continuum are included along with suggestions for coordination of special education, occupational education, and vocational rehabilitation. jeb (18 pages, no charge)

ADDRESS:
Office for Education of Children with Handicapping Conditions
Division of Program Development
Education Building Annex
Room 1073
Albany, NY 12234

GUIDELINES FOR SERVING SPECIAL NEEDS STUDENTS IN VOCATIONAL EDUCATION

Vocational Education Programs. (1989, July).
Austin: Texas Education Agency.

This document, prepared by staff from the Vocational Education Program Division of Texas Education Agency, is intended to assist teachers, counselors and administrators in fulfilling state and federal requirements for serving students who are handicapped, educationally disadvantaged, economically disadvantaged, limited English proficient, or at risk in vocational education programs. It offers comprehensive information about student identification, vocational assessment, placement procedures and the provision of special services that support special needs students in vocational education programs. Detailed appendices offer assessment instruments for students and programs, and information is given regarding additional resources. (54 pages)

ADDRESS:
Texas Education Agency
W.B. Travis Building
1701 N. Congress Avenue
Austin, TX 78701-1494
(512) 463-9734

IMPLEMENTING VOCATIONAL EVALUATION IN SPECIAL EDUCATION

Hursh, N. C., & Kerns, A. F. (1988).
Boston, MA: Little, Brown & Co.

The purpose of this book is to detail how vocational evaluation may be used effectively by both educators and vocational rehabilitation professionals in working with disabled students to identify relevant skills, develop career oriented educational activity, promote effective transition from school to work, and maximize vocational potential needed to link the special needs student with the world of work. ($24.50)

ADDRESS:
Little, Brown & Company
Division of Time, Inc.
200 West Street
Waltham, MA 02254
(800) 343-9204

IMPROVING THEIR CHANCES. A HANDBOOK FOR DESIGNING AND IMPLEMENTING PROGRAMS FOR AT-RISK YOUTH

Nash, M. A. (1990, July).
Madison: University of Wisconsin-Madison, Vocational Studies Center.

This is a handbook for designing and implementing programs for at-risk youth. Written for at-risk youth coordinators, dropout prevention specialists, administrators, and other school personnel, the handbook includes the following chapters: Understanding Why Youth are At-Risk, Creating Policies and Standards, Assessing the Need in Your Community, Designing Effective Approaches, Establishing Staff Roles and Staff Patterns, Involving Parents and Families, Fostering Strong Collaborative Efforts, and Evaluating Programs for At-Risk Youth.

The book provides an overall understanding of the many complex issues of at-risk youth as well as practical information on program implementation. Features of the book include: sample needs assessment tools; examples of actual program designs, including names and addresses of contact people; sample program evaluation tools; and a perspective that promotes multiculturalism and discourages racial, ethnic, and gender bias. sck (200 pages, $29.00)

ADDRESS:
Vocational Studies Center
Publications Unit
School of Education
University of Wisconsin-Madison
1025 W. Johnson Street, Room 964
Madison, WI 53706
(608) 263-2929

THE ISSUES PAPERS (PRESENTED AT THE FOURTH NATIONAL FORUM ON ISSUES IN VOCATIONAL ASSESSMENT, MARCH 1989, ST. LOUIS, MO)

Fry, R. R. (Ed). (1989).

Menomonie: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

The Vocational Evaluation and Work Adjustment Association, a professional division of the National Rehabilitation Association, assembled educators and professionals in rehabilitation and allied health fields to discuss changes in the areas of vocational assessment and vocational evaluation. Several papers in this report discuss ethics for professionals involved in vocational evaluation. New research developments such as robotics, microcomputers in vocational assessment, and work simulators receive attention. Professionals working in schools with special populations may be interested in the papers which discuss transition concerns. Special attention is paid to the ecology of traumatic injury and possible strategies for its management. The academic format of the papers include a bibliography at the end of each paper which may aid in further study by the reader. ns (273 pages)

ADDRESS:

Materials Development Center
Stout Vocational Rehabilitation Institute
School of Education and Human Services
University of Wisconsin-Stout
Menomonie, WI 54751
(715) 232-1342

MEASURES FOR ADULT LITERACY PROGRAMS

Jackson, G. (1990).

Washington, DC: Association of Community Based Education and the ERIC Clearinghouse on Tests, Measurement, and Evaluation.

This guide reviews 63 different commercial testing and assessment instruments in use in adult literacy and adult education programs, describing for each its characteristics, author, purpose, administration, reliability, validity, availability, price and source from which it is available, and its strengths and weaknesses. The tests included measure reading, math, writing, oral English proficiency, effective program outcomes, and critical thinking skills. The guide can be used to select a testing instrument for a specific setting or purpose, as a source of ideas for designing alternate testing approaches, or as a starting point for research on the subject. sck (200 pages, $19.50 plus $5.00 for shipping and handling)

ADDRESS:

ERIC Clearinghouse on Tests, Measurement, and Evaluation
3333 K Street, N.W., Suite 200
Washington, DC 20007
(202) 342-5060

A MODEL PROGRAM FOR SERVING LEP STUDENTS
Friedenberg, J. E. (1991).
Columbus: The Ohio State University, Center on Education and Training for Employment.

This 45-minute color videotape and accompanying facilitator's guide combine to make a training program for vocational, career, and occupational education professionals who serve learners with limited English proficiency. Effective for both in-service and pre-service training, the program is appropriate for teacher education programs, state departments of education, postsecondary institutions, local education agencies, occupational training programs, and others responsible for professional development and program improvement.

The videotape features an introduction and seven training segments on recruitment, assessment, adapted career-vocational instruction, vocational English as a second language (VESL), counseling, placement, and coordination.

The facilitator's guide contains material for a comprehensive workshop including background information, discussion questions with answers, training recommendations, and trainee assignment sheets with answers. sck ($49.50)

ADDRESS:
Center on Education and Training for Employment
The Ohio State University
Publications Office, Box C
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815

A NEEDS ASSESSMENT FOR LEARNING DISABLED ADULTS
Clitheroe, H. C. (1988).
Sacramento, CA: Resources in Special Education.

This publication discusses the background of the problem addressed by the needs assessment, presents the results of an in-depth analysis of the survey instrument, and makes comments and suggestions for meeting the needs and provision of services to adults who are learning disabled. ldi (95 pages, $15.00)

ADDRESS:
Resources in Special Education
650 Howe Avenue, Suite 300
Sacramento, CA 95825
(916) 641-5925

PRACTICAL ARTS EVALUATION SYSTEM
Swisher, J. (1988).
Shawnee, KS: Life Productions.

The ultimate purpose of this system is to give special need students in grades 7-12 an opportunity to explore a wide range of "hands-on" skills which they would encounter in practical arts classes, vocational classes, and employment. Within the framework of a simulated work environment, students complete a progression of over 140 activities designed to evaluate basic skills in business, home economics, and industrial arts. Included are 3 practical arts evaluation handbooks which include the 24 Instructor's Manuals, 2 tool identification manuals, and 1 classroom procedures manual. ($240.00)

ADDRESS:
Life Productions
P.O. Box 3182
Shawnee, KS 66203
(913) 631-0240

PROVIDING STUDENT VOCATIONAL ASSESSMENT SERVICES: AN ADMINISTRATOR'S GUIDE

Norton, R. E., & Lankard, B. A. (1990).

Athens, GA: American Association for Vocational Instructional Materials.

Initiating, delivering, and evaluating vocational assessment programs for secondary and postsecondary students is an important and time-consuming task. This guide provides a comprehensive overview of the vocational assessment process and descriptions of key programs and instruments to assist the administrator in this task. It addresses such process issues as who it serves, what it accomplishes, why it is necessary, where and when it is offered, and how it is performed. As examples of "what works," six model vocational assessment programs, selected through a national search and review, are highlighted. In addition, the guide describes in detail 25 assessment instruments and offers a summary chart of information to use in comparing the various instruments. sck (94 pages, $12.00 plus $2.00 shipping)

ADDRESS:
American Association for Vocational Instructional Materials
745 Gaines School Road
Athens, GA 30605
(800) 228-4689

A RESOURCE COMPENDIUM OF ASSESSMENT INSTRUMENTS WHICH CAN BE USED TO HELP SCHOOLS IN THE EDUCATION OF LEP STUDENTS

Iribarren, N. (1988).

Washington, DC: National Clearinghouse for Bilingual Education.

This annotated assessment bibliography reviews the assessment instruments designed for limited-English-speaking students from pre-school through adult. The reviews are organized into the following categories: Achievement Tests; Language Proficiency; Tests of Aptitude, General Ability, Intelligence, and Cognitive Development; and Vocational, Career, Attitudinal, and Personality Inventories. (53 pages, $4.50)

ADDRESS:
National Clearinghouse for Bilingual Education
George Washington University
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, DC 20037
(202) 467-0867 in Washington, DC
(800) 321-NCBE

RESOURCES FOR STRENGTHENING TEEN PREGNANCY AND PARENTING PROGRAMS

Dougherty, B., & Lindner, A. (1989).

Madison, WI: University of Wisconsin-Madison, Vocational Studies Center.

This document contains information and materials for staff beginning programs as well as those maintaining programs. This resource identifies programming barriers, needs, and strategies; provides a program inventory and needs assessment instrument; and includes a catalog of current program resources. Educators successful in working with these students and administering programs generated the content for this publication. sck (118 pages, $12.00)

ADDRESS:
Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706
(608) 263-2929

SPECIAL EDUCATION AND VOCATIONAL EDUCATION PLANNING GUIDE FOR VOCATIONAL TRAINING AND PLACEMENT OF STUDENTS WITH DISABILITIES (2ND ED.)

Minnesota Department of Education, Unique Learner Needs Section, Vocational Education, & Institute on Community Integration, University of Minnesota. (1989).

White Bear Lake: Minnesota Curriculum Services Center.

This guide was developed for three reasons: (1) to provide an information base from which administrators, teachers, parents, advocates, students, and other involved individuals and agencies can make well-informed decisions concerning vocational programs and services for youth who are disabled; (2) to clarify the process and responsible authority(s) for the delivery of vocational opportunities to youth who have disabilities; and (3) to demonstrate a cooperative effort between Minnesota's state agencies to work together to assure quality educational opportunities and to meet the varied needs of the State's students who are disabled.

The Planning Guide was designed as an administrative tool, requiring participation and support of teachers, adult service agency staff, students, and parents whenever possible. It outlines only those aspects of service delivery where special education and vocational education tasks must be coordinated. These joint tasks focus on the responsibilities and activities of the service providers working on behalf of the student rather than on specific student activities. Twenty-three tasks are presented in the following six planning component areas: (1) identification, (2) assessment, (3) student IEP planning, (4) student IEP implementation, (5) postschool transition planning, and (6) administrative planning. Each component is comprised of five parts: compliance standard, task, procedure, responsible authority, and evaluation questions. Resource suggestions and sample forms have been included at the end of each component section. The final portion of the planning guide contains those citations from Federal Law or State Statute listed as compliance standards under the six planning component areas. sck (128 pages)

ADDRESS:
Minnesota Curriculum Services Center
3554 White Bear Avenue
White Bear Lake, MN 55110
(612) 770-3943

STATEWIDE RESULTS OF TAKING STOCK: INITIAL ASSESSMENT FOR PLANNING TO IMPLEMENT THE CARL PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT AMENDMENTS OF 1990 IN NORTH CAROLINA

Special Programs and Services Section, Division of Vocational Education Services, Office of Program Services, North Carolina Department of Public Instruction. (1991, March).
Raleigh: North Carolina Department of Public Instruction, Preparatory and Transitional Services, Division of Vocational and Technical Education Services.

The purpose of this assessment was to evaluate state/local capabilities for meeting the academic, occupational, training, and retraining needs of secondary school education in North Carolina. These needs are to be met through a statewide system of core standards and measures of performance for vocational programs to be operational no later than September 25, 1992. The assessment covers increased student/completer work skills, basic and academic integration, concentration and coordination of resources for serving individuals who are members of special populations, and relevance to further education and the workplace. Implications of assessment results for personnel development are delineated. The document also presents linkages between assessment criteria and the 1990 Perkins II sections, and includes the assessment instrumentation. jeb (13 pages, no charge)

ADDRESS:
Preparatory and Transitional Services
Division of Vocational and Technical Education Services
North Carolina Department of Public Instruction
116 W. Edenton Street
Education Building
Raleigh, NC 27603-1712
(919) 733-4834

STILL PUZZLED ABOUT EDUCATING STUDENTS WITH DISABILITIES? VOCATIONAL PREPARATION OF STUDENTS WITH DISABILITIES (REV. ED)

Gavin, M. (Ed). (1990, December).
Madison: University of Wisconsin-Madison, The Vocational Studies Center.

This resource is for preservice and inservice teacher educators as well as school district administrators and teachers. Topics included in the guide are: transition, supported employment, curriculum based vocational assessment, models that improve secondary and postsecondary education of special needs students, new computer and other technology, and exemplary programs and partnerships. cdb (626 pages, $39.00 plus shipping)

ADDRESS:
The Vocational Studies Center
University of Wisconsin-Madison
Publications Unit, Department AA
1025 W. Johnson Street
Madison, WI 53706
(608) 263-2929

STUDENTS-AT-RISK: STRATEGIES FOR SCHOOLS

Callison, W. L. (1989).
Laguna Beach, CA: Pelican Press & Consulting.

Information and material of assistance to teachers and administrators who are attempting to develop programs to address the problems of dropouts are included in this report. It contains chapters on the following topics: creating a student information system, predicting dropouts and identifying substance abusers, identifying students at risk, developing a prevention and recovery plan for this special population, dropout prevention programs in elementary and secondary schools, reducing substance abuse, evaluation of system effectiveness, instructional strategies for students at risk, using technology in instruction, and use of volunteers and foundations. sck (141 pages, $19.95 plus $2.00 postage and handling)

ADDRESS:
Students-At-Risk, Inc.
1260 Brangwyn Way
Laguna Beach, CA 92651
(714) 773-3368

THIRD NATIONAL FORUM ON ISSUES IN VOCATIONAL ASSESSMENT: THE ISSUES PAPERS

Fry, R. (1988).

Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

Forty-eight of the papers presented at the Third National Forum on Issues in Vocational Assessment (September, 1987) are provided in this publication. They provide discussions by field leaders of many issues and areas of professional concern, including professional identity and training, product utility, the evolution of vocational evaluation, the professionalism of vocational evaluation, vocational evaluation and law, computer use, vocational evaluation systems, marketing, hand rehabilitation, work hardening--physical capacities, research, creative applications, and transition applications. (259 pages, $16.99)

ADDRESS:

Materials Development Center, MDC
Stout Vocational Rehabilitation Institute
School of Education and Human Services
University of Wisconsin-Stout
Menomonie, WI 54751
(715) 232-1342

VEWAA GLOSSARY--1988 (3RD ED.)

Fry, R. R., & Botterbusch, K. F. (Eds.). (1988).

Menomonie: University of Wisconsin-Stout, Materials Development Center.

The newly revised VEWAA (Vocational Evaluation and Work Adjustment Association) Glossary contains 178 terms (59 of which are new) and their definitions. While this glossary was created primarily for use by vocational evaluation and adjustment services personnel, it has applications for other vocational rehabilitation and human services personnel who occasionally need to make decisions based on assessment related terminology. A field-based procedure was used to obtain input for the glossary. Input was obtained from both rehabilitation educators and field practitioners. This is the third edition of the VEWAA Glossary. All three glossary editions were created by cooperative efforts between the members of the Vocational Evaluation and Work Adjustment Association and the staff of the Materials Development Center. (28 pages, $4.49)

ADDRESS:

Materials Development Center, MDC
Stout Vocational Rehabilitation Institute
School of Education and Human Services
University of Wisconsin-Stout
Menomonie, WI 54751
(715) 232-1342

VOCATIONAL ASSESSMENT HANDBOOK

Kapes, J. T., Parrish, L. H., Vansickle, T. R., & Vansickle, K. J. (1988, January).

Austin: The University of Texas at Austin, Extension Instruction and Materials Center.

The primary purpose of this handbook is to provide resources for individuals engaged in the vocational assessment process under the requirements of the Carl D. Perkins Vocational Education Act (P.L. 98-524). Directed towards a target population of handicapped and academically disadvantaged students, the handbook is divided into eight separate sections beginning with a background and overview of vocational assessment in Section I. Section II provides an overview of the entire process of assessment with handicapped individuals from a career guidance perspective. It includes a review of relevant legislation and literature as well as a global view of the three level model of assessment which was developed in Texas. The procedures for implementing vocational assessment in Texas under the Carl D. Perkins Act is described in Section III. Section IV contains brief descriptions of currently available commercial assessment instruments, as well as a sampling of locally developed materials. Section V provides a brief overview of the measurement techniques that would be necessary to develop norm, reliability, and validity data for either locally developed performance samples or the modification of commercial instruments. An IBM computer software program developed to be used in conjunction with this section is also included with the handbook. Report writing as a means to communicate the results of vocational assessment is found in Section VI, while Section VII describes how to interpret and use the data obtained. Section VIII contains the appendices which include additional information to support several of the sections along with an annotated bibliography. (290 pages, $20.50)

ADDRESS:

Extension Instruction and Materials Center
The University of Texas at Austin
Customer Service
Division of Continuing Education
P.O. Box 7218
Austin, TX 78713-7218
(512) 471-7716
(800) 252-3461 in TX

VOCATIONAL ASSESSMENT OF SPECIAL STUDENTS FOR VOCATIONAL EDUCATION: A STATE-OF-THE-ART REVIEW (INFORMATION SERIES NO. 327)

Peterson, M. (1988).

Columbus: The Ohio State University, Center on Education and Training for Employment.

Weaknesses in the design and implementation of vocational assessment procedures was the driving force behind this review. Improving the assessment process requires more meaningful rating scales, valid and reliable exercises for measuring student performance, better student vocational profiles, more coordination between special and vocational education, and the identification of best practices in vocational assessment. This review clarifies issues on assessment of special needs students, including disabled, disadvantaged, elderly, limited English proficient, incarcerated, and veterans. Considerations are presented based on comprehensive views of vocational assessment to constitute a holistic approach to career development. Guidance counselors, vocational and special education teachers, administrators, researchers, and vocational education evaluators can use this review in making decisions about implementing or improving vocational assessment programs. sck (69 pages, $8.00)

ADDRESS:

Center on Education and Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353 in OH
(800) 848-4815 out of state

VOCATIONAL ASSESSMENT TRAINING MANUAL
North Carolina Department of Public Instruction. (1988).
Raleigh, NC: Division of Vocational Education.

This training manual was designed to give the user the entry-level skills necessary to develop and provide vocational evaluation/assessment services to secondary students under provisions of the Carl D. Perkins Vocational Education Act of 1984. The manual is divided into a series of training modules that will allow the inexperienced evaluator to systematically learn the basic process of vocational assessment. It also presents several strategies enabling the reader to choose the technique most appropriate for the setting in which the assessment is to be conducted. (135 pages)

ADDRESS:
North Carolina Department of
Public Instruction
Division of Vocational Education
116 W. Edenton Street
Raleigh, NC 27611
(919) 733-7362

VOCATIONAL ASSESSMENT: A GUIDE FOR PARENTS AND PROFESSIONALS (NICHCY TRANSITION SUMMARY NO. 6)
Rothenbacher, C., & Leconte, P. (1990, December).

The importance of vocational assessment in the educational process is described in this issue of the NICHCY Transition Summary. Vocational assessment is defined, its purposes are explained, and the ways in which vocational assessment can benefit teenagers with special needs are discussed. Types of assessments are discussed, as well as the roles that key professionals play in the assessment process. Suggestions for parents are included, as well as examples of individual cases that illustrate the issues being discussed. One of the purposes of this Transition Summary is to emphasize the need to increase the availability of vocational assessment services to all youth with disabilities as they plan for the future. A bibliography of print resources is included along with a listing of organizations which may provide additional information on vocational assessment. mcw (16 pages, no charge)

ADDRESS:
National Information Center for
Children and Youth with
Disabilities
P.O. Box 1492
Washington, DC 20013
(703) 893-6061
(800) 999-5599

NATIONAL REHABILITATION ASSOCIATION (NRA)

The NRA membership is composed of persons with disabilities, professional rehabilitation workers, and others from the fields of education, medicine, business, and industry. Members receive eight newsletters annually and the Journal of Rehabilitation quarterly. NRA is active in areas such as advocacy, legislative design, and the development of education and training programs for persons with disabilities. The eight separate professional divisions are Job Placement, Rehabilitation Counseling, Rehabilitation Administration, Vocational Evaluation and Work Adjustment, Independent Living, Rehabilitation Instructors, Support Staff, and the National Association of Service Providers in Private Rehabilitation. mcw

CONTACT:
National Rehabilitation Association
Norma Maxson, Director of Office Operations
633 S. Washington Street
Alexandria, VA 22314-4193
(703) 715-9090 Voice/TDD
(703) 715-9209 TDD

CENTERS FOR EDUCATION/INFORMATION SERVICES

CENTER FOR ADVANCED LEARNING SYSTEMS (CALS)

The Center for Advanced Learning Systems operates within the Employment and Training Administration of the U.S. Department of Labor to collect, analyze, and deliver information regarding technological and systematic approaches to the development and deployment of education and training systems in the workforce. The Center collects information on computer based interactive training, artificial intelligence, personnel assessment, and some forty other "tools" and "technologies" of human development; new technologies; applications of new technologies; and sources of products, services, and other elements that make up technologies that may be applied to workforce development. CALS conducts demonstrations, presentations, and workshops and seminars, to increase awareness, assist in determining and solving specific problems, and facilitate strategic planning. sck

CONTACT:
Center for Advanced Learning Systems
U.S. Department of Labor
Employment and Training Administration
200 Constitution Avenue, N.W.
Room N-6511
Washington, DC 20210
(202) 523-5600
FAX: (202) 535-0555

ERIC CLEARINGHOUSE ON HANDICAPPED AND GIFTED CHILDREN (CEC/ERIC)

The ERIC Clearinghouse on Handicapped and Gifted Children, operated by the Council for Exceptional Children (CEC), gathers and disseminates educational information on all disabilities and the gifted across all age levels. The areas included in its scope concern all aspects of the education and development of people who are disabled and gifted, including prevention, identification and assessment, intervention, and enrichment, both in special settings and within the mainstream. The Clearinghouse abstracts and indexes the special education literature included in the computerized ERIC database and its monthly print indexes, Resources in Education (RIE) and Current Index to Journals in Education (CIJE). Services include workshops and technical assistance; computer searches of the ERIC and Exceptional Child Education Resources (ECER) databases; and analyses of current trends and issues. sck

CONTACT:
ERIC Clearinghouse on Handicapped and Gifted Children
Kathleen McLane, Associate Director
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660
FAX: (703) 264-9494

NATIONAL OCCUPATIONAL COMPETENCY TESTING INSTITUTE (NOCTI)

NOCTI is a not-for-profit consortium of states and U.S. territories involved in the development of occupational competency assessment serving business, education, and the government since 1969. Services include written and performance examinations, standard and custom assessments, scoring services, entry level and journey equivalent evaluations, and job and task analysis workshops.

Categories of tests developed and administered by NOCTI include Teacher Occupational Competency Testing (TOCT), more than 50 exams used to certify vocational/technical education teachers; Student Occupational Competency Achievement Testing (SOCAT), a battery of 69 job-ready tests used to assess the competency of secondary and postsecondary program completers; and Industrial Occupational Competency Testing (IOCT), used in employee selection and job and task analysis. Annual statistical reports on TOCT and SOCAT norms are available upon request. jeb

CONTACT:
National Occupational Competency Testing Institute
Scott D. Whitener, Executive Director
Bruce E. Broman, Coordinator of Special Projects
Ferris State University
409 Bishop Hall
901 S. State
Big Rapids, MI 49307-2295
(616) 796-4695
(800) 334-6283

RESEARCH FOR BETTER SCHOOLS (RBS)

This lab is one of ten regional educational laboratories established by the Office of Educational Research and Improvement, U.S. Department of Education, to focus on school improvement throughout the United States. The labs conduct applied research, development, and technical assistance for educators, parents, and decisionmakers. Research for Better Schools (RBS) serves Delaware, District of Columbia, Maryland, Pennsylvania, and New Jersey. RBS conducts research and policy studies on key education issues including assessment, at-risk youth, school-to-work transition, and critical thinking; develops improvement approaches and services for schools; provides consultant services to state leaders; develops products for special populations; and participates in national networking activities with other regional laboratories to enhance the use of R&D products and knowledge. The Lab publishes a newsletter, RBS Project Brief, disseminated nationally. sck

CONTACT:
Research for Better Schools
Keith M. Kershner, Director of
Research and Development
444 N. Third Street
Philadelphia, PA 19123-4107
(215) 574-9300 Ext. 279
FAX: (215) 574-0133

VOCATIONAL RESEARCH INSTITUTE (VRI)

The Vocational Research Institute (VRI) is a division of the Philadelphia Jewish Employment and Vocational Service, a non-profit, non-sectarian human service agency founded in 1941. VRI develops and distributes vocational assessment and guidance materials for use in industry, governmental institutions, and organizations seeking to maximize the vocational potential of their clients. sck

CONTACT:
Vocational Research Institute
1528 Walnut Street, Suite 1502
Philadelphia, PA 19102
(800) VRI-JEVS

WORK KEYS

Work Keys is a national system for teaching and assessing employability skills. It has four essential, interactive components: (1) a systematic process for profiling individual jobs according to specific skills they require, (2) a variety of tests and assessment procedures for measuring a person's job-related skills, (3) innovative formats for recording and reporting assessment results, and (4) instructional materials and resources directly related to skills that are profiled and assessed. The system will be especially useful in addressing the needs of high school students who are neither college bound nor in traditional vocational programs, in postsecondary institutions, employer-sponsored training programs, and second-chance training programs such as JTPA. It is designed to ease transitions from one environment to another and help eliminate barriers that discourage individual growth and development.

In addition to reading, writing, and computation skills, Work Keys will assess such general employability skills as problem solving (critical reasoning); scientific reasoning; organizational effectiveness (leadership); interpersonal, negotiation, and teamwork; motivation and self-development; listening and oral communication; and "ability to learn." It will also help individuals develop needed skills in all of these areas.

When completed, Work Keys may be used to determine a person's levels of competency in a broad array of skill areas and then match them with the requirements for specific jobs. The system as envisioned will be implemented mainly through state departments of education and state postsecondary education agencies and institutions, as well as in employee training.

American College Testing is developing Work Keys in cooperation with employers, state education agencies, and the American Association of Community and Junior Colleges. The system will be ready for pilot testing within a couple of years. It will be field tested in the workplace, in designated community, junior, and technical colleges, and in other postsecondary institutions before it is introduced more widely. mcw

CONTACT:
Work Keys
Patricia Ferguson
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P.O. Box 168
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